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## BOOK NOTES AND REVIEWS

BUTTERWORTH, JULIAN EDWARD, PH. D.  
 PROBLEMS IN STATE HIGH SCHOOL FINANCE.  
 World Book Company. Yonkers-on-Hudson, New  
 York. 1918. 214 pages.

Dr. Butterworth's volume in the "School Efficiency Series" represents the first successful attempt to investigate, and to state in detail, the complex financial problems of the public high schools of the various states of the Union. The author has approached his problem in a sane and scientific way, and has presented the results of his investigation in a clear and highly satisfactory manner. The work is so well done that one hesitates to call attention to such slight inaccuracies in minor details as may be found in a few places, since they in no way detract from the value of the volume. Dr. Butterworth has made a really helpful contribution, and has presented a volume that will prove invaluable to those school administrators having to do with the conduct of public high schools.

The publication appears, moreover, at an opportune time. The legislatures of almost all the states in the Union within the next year or two will be called upon to modify their school laws relating to public high schools so as to enable these institutions to meet the larger demands that will be made upon secondary education as one of the results of the war. The problem of financing secondary schools is the one big fundamental problem underlying and conditioning all further high school progress. Dr. Butterworth's contribution therefore, will prove constructively helpful at this time.—N. W. W.

SMITH AND JEWETT. INTRODUCTION TO THE  
 STUDY OF SCIENCE. Price \$1.40. Macmillan, 1918.

Increasingly textbook writers and publishers are trying to meet the needs of students in their every-day life. The old order changeth and a new appears. At one time not so long ago science textbooks were written on the plan of presenting facts and phenomena of the world from the scientist's point of view. The newest and best books in science today have in mind the pupil's point of view.

Besides this, science is recognized as having very practical value in economic, commercial, political, and social relations. Impure water, foul air, hostile bacteria are recognized as matters of immediate social concern. Weather conditions are of more than purely scientific interest. The inclined plane as illustrated in the grade of a street or railroad track has a place in the mind of the farmer or of the business man as well as in the mind of the student of science.

In the past experiments were placed in textbooks on science as a sort of necessary but boring task for the student. Whether or not the student recognized and made concrete the applications to his daily life mattered little if at all. Now the experiment is not only made to apply to daily needs but often and repeatedly is drawn from the most common experiences of the day's work.

It used to be thought that in order to be scientific the world had to be separated and divided into parts each mutually exclusive of the others. To treat the phenomena of life in any other but this way was "most unscientific." Yet the teaching world now sees how possible and how valuable it is to present scientific data with little or no relation to their nomenclature and scientific classification.

All this is but another way of saying that in our present day textbook making the point of departure is the pupil and not the subject, that the basis of arrangement and treatment is psychological rather than logical, that the purpose is to make applicable and usable the knowledge which man is slowly acquiring of his world.

It is on these principles and with these points in mind that the above text has been written. The authors succeed in their efforts admirably, and while making the material popular they retain the scientific viewpoint throughout. The text is equally good with a few tests on elementary science and very greatly superior to the great mass.—L. A. W.

SPEARE, M. E., AND NORRIS, W. B. WORLD WAR  
 ISSUES AND IDEALS. Price, \$1.40. Ginn & Co. 1918.

A collection of contemporary historical and literary selections from the pen and lips of two-score writers and speakers among both the Allied and the Central Powers, the book was originally intended as supplementary reading for students taking the War Issues Course of the S. A. T. C. The text is also of distinct worth to such of the general reading public as desire to seek for an interpretation of national ideals in the spoken and written words of leading citizens in the nations at war, being truly international in scope.

The authors have divided the material into seven separate sections. The first sets forth the issues of the world war as revealed in the expressions of English, American and German writers,—Lloyd George, Wilson, Root, Bethmann-Hollweg, and others. The atmosphere of the war is presented largely by French writers. The spirit of the warring nations is set forth by the writings and speeches of John Galsworthy, Maeterlinck, Viviani, Pershing, Bernhardt, *et als*.